

Introduction:

LEA: Windsor Unified School District **Contact (Name, Title, Email, Phone Number):** Steve Jorgensen, Superintendent, sjorgensen@wusd.org, sjorgensen@wusd.org **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>January 2015: Board (1/20/15), DAT (1/5/15), DLT (1/21/15), & LCAP Core Committee (1/15/15) review and refine stakeholder engagement activity input, finalize stakeholder surveys and continue review, adjustment, and prioritization of 15/16 goals. LCAP Core Committee members report out any input from their constituency groups.</p> <p>January/February 2015: Board & DAT initiate budget development.</p>	<ul style="list-style-type: none"> • Board and community feedback identifies an interest in funding and development of Social/Emotional Intervention and Counseling services. Funding has been included in the LCAP. • Board, DAT, DLT, and LCAP Core Committee input continues to identify the importance of focusing on the ELD program across the district. ELD is a primary LCAP focus at grades TK-12 beginning in year 1, and will continue in 15/16.

February/March 2015: Director of Educational Services administers stakeholder surveys to all parents (English and Spanish), 5th- 12th grade students (English and Spanish), and all district staff, and compiles results.

February/March 2015: DAT (2/2/15), DLT (2/5/15), LCAP Core Committee (2/17/15), and Board (2/17/15) review progress toward 14/15 goals, translate priorities into 15/16 LCAP draft goals, and identify metrics. LCAP Core Committee members report out any input from their constituency groups.

February/March 2015: DAT & DLT begin to identify program/service, and personnel needs.

March 2015: Director of Educational Services writes draft of 15/16 LCAP priority areas and goals.

March 2015: Board (3/17/15), DAT (3/2/15, 3/9/15, 3/16/15, & 3/23/15), DLT (3/5), and LCAP Core Committee (3/12/15) review survey data and review and adjust draft of 15/16 LCAP priority areas and goals. LCAP Core Committee members report out any input from their constituency groups.

April/May/June 2015: Board (6/2/15), DAT, DLT, & LCAP Core Committee (5/11/15) review priority/goal areas, and provide final input/feedback. LCAP Core Committee members report out any input from their constituency groups. Members are reminded of June 2, June 23, & June 30th Board meeting dates, and encouraged/ invited to attend.

June 23, 2015: Public hearing on LCAP and budget.

June 19- June 29: Superintendent responds in writing to LCAP Core Committee and DELAC input.

June 30, 2015: LCAP approved by Board. Budget approved by Board.

June 30, 2015: LCAP forwarded to SCOE for approval.

- Survey feedback identifies the need for expanding interventions, particularly in math. Academic intervention will be included in 15/16.
- Board, DAT, DLT, and LCAP Core Committee input continues to identify that there is insufficient office staffing for consistently providing bilingual translation services to parents, students, and staff in English/Spanish. The LCAP funding will place full day bilingual community liaisons in each school office beginning 15/16.
- Teacher survey data identifies the continuing need for CCSS professional development. Professional development on CCSS is included in years 1-3 of the LCAP.
- Stakeholder input identified that expanded electronic (e-mail, school website development) would aid home to school communication. This has been included in the LCAP.
- LCAP Core Committee would like more parent involvement in schools and have offered suggestions for how to do this.
- The Windsor Teacher’s Association would like recruiting and retaining high quality teachers to be a priority by making additional efforts in the recruiting process to highlight the positive attributes of working for the WUSD, and providing cutting-edge professional development.

Stakeholder input (via BrightBytes survey) identifies the need for high quality technology (devices), as well as continuing professional development regarding the integration of technology into curricular areas as a priority. This has been included in the LCAP.

Annual Update:

August/ September 2014- Board and District Administrative Team (DAT) conduct Needs Assessment, review LCAP timeline for the year, and plan for stakeholder engagement opportunities.

October 2014- Board and DAT create LCAP Core Committee. DAT (10/13/14), District Leadership Team (DLT) (10/22/14), and LCAP Core Committee (10/30/14) (Comprised of reps from Board, DAT, DLT, School Site Councils, students, DELAC/ELAC, and teachers and classified unions), and Board (10/21/14) review current LCAP, review LCAP process and timeline, and begin to review Needs Assessment. (Needs Assessment consists of a data table with 3 years of trend data representing each of the priority areas, as well as a written summary of the data points in the data table.)

November/December 2014- Board (11/18/14 & 12/16/14), DLT (11/6/14, 11/20/14, 12/14/14, & 12/18/14), DAT (11/3/14 & 12/1/14), and LCAP Core Committee (11/13/14) complete Needs Assessment Review, participate in stakeholder engagement activities, Begin to seek input on stakeholder surveys, and begin to adjust and prioritize 15/16 goals based on Needs Assessment Data. LCAP Core Committee members report out any input from their constituency groups. (12/11/14 LCAP Core Committee meeting was canceled due to rain/flood).

February and May 2015- A quantitative and qualitative Needs Assessment was provided to stakeholders so that they could assess the effectiveness of the goals/ actions/ services/ expenditures in the 2014/15 plan. This included a mid-year update that addressed the progress thus far in each of the required priority goal areas, in addition to a few extra. Please see the information listed

Annual Update:

- Board, DAT, DLT, and LCAP Core Committee input identifies that there is insufficient office staffing for consistently providing bilingual translation services to parents, students, and staff in English/Spanish. Four hour positions were put in place at each site in 14/15.
- DLT and LCAP Core Committee are engaged in developing survey questions on LCAP specified data. The survey is edited based on their input.
- Survey data identifies that parents believe schools are safe and positive learning environments.

The feedback from stakeholders on the 2014/15 plan included recommendations to retain all goals, with the exception of the following recommendations for revisions; Goal 2 was revised to include more social/emotional support to students via hiring 2.0 additional psychologists, 1.0 additional MFT, and increase PIP time to two 4 hour positions in grade TK-3; Goal 17 was consolidated with Goal 13; goals were also consolidated into 4 overarching goals that now contain expected annual measurable outcomes and actions and services that cover all required priority areas, as well as all other 14/15 goals.

in Actual Annual Measurable Outcomes in the annual update to understand which data were provided to stakeholders so that they could assess the effectiveness of the goals/ actions/services/ expenditures in the 2014/15 plan.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: Continue to Implement Common Core State Standards (CCSS) to prepare students with 21st century critical thinking and problem-solving skills. Metrics: 1) Classroom observation for selected CCSS content and instructional strategies using a CCSS observation tool based on The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewey and Perini. Instructional Leadership Team (ILT) will do observations within the first two months of school to set a baseline. 2) Common assessments in ELA and Math are established TK-12; Score on Academic Performance Index= N/A for this year 3) 45% of students, parents, and staff combined identified math as the subject students needed more help with 4) 36% of students complete A-G requirements (2014). 5) 20% of students participate in AP exams (2013) 6) 48% of students completing an 11/12 CTE course (2014) 7) 10% of students are college/career ready on math EAP, and 29% on ELA EAP (2013) 8) 68% of teachers reported in 2014 that they need more CCSS professional development. 9) 19% of students performed in the Healthy Fit Zone (HFZ) in 2014. 10) The percentage of ELs meeting AMAO targets in 2014 are: Target 1 (progress toward Eng Pro) 58%, Target 2 (attaining Eng Pro level) 52%, and RFEP rate- 11% 11) 7% of students in grades 4-12 are enrolled in an academic intervention class 12) All students, including English Learners, low income, foster youth, and students with disabilities need to maintain access to the full course of study described in Education Code 13) 11% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 14) 38% of teachers use digital or online assessments with their students. 15) Common benchmark assessments in the Accelerated English program are established and increased achievement enables English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 16) 78% of students earned an AP exam score of 3 or higher (2013)	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.</p> <p>2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS; API Score= N/A</p> <p>3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with</p> <p>4) 2% more, or 38% of students complete A-G requirements (2015).</p> <p>5) 2% more, or 22% of students participate in AP exams (2015).</p> <p>6) 2% more, or 50% of students completing an 11/12 CTE course (2015)</p> <p>7) 2% more, or 12% of students are college/career ready on math EAP, and 31% on ELA EAP (2015)</p> <p>8) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development</p> <p>9) 5% more, or 24% of students will perform in the HFZ in 2015.</p> <p>10) 3% more, or Target 1- 61%, Target 2- 55%, and RFEP rate- 14% of the percentage of ELs meeting AMAO targets will increase in 2015</p> <p>11) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class</p> <p>12) All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code</p> <p>13) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology.</p> <p>14) 10% more, or 48% of teachers use digital or online assessments with their students.</p> <p>15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>16) 2% more, or 80% of students will earn an AP exam score of 3 or higher in 2015. (2014 data is not currently available due to discrepancies.)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.
2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base 20,000. EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.

		English proficient _ Other Subgroups: (Specify)	
3) CCSS aligned "Bridge" materials will be purchased in grades TK-8 to assist with CCSS implementation in mathematics.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase mathematics "Bridge Materials" TK-8 4000-4999: Books And Supplies One Time Mandated Cost 365,000.
4) All schools have visuals that communicate a college/career focused culture.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 1500.
5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	School-wide (MWE, WCE, & BES)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Included in total salaries -0-
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Clark Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 128,000. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.

<p>7) Additional FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>MWE, WCE, BES, & WHS/WOA</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3 Academic Intervention teachers are hired 1000-1999: Certificated Personnel Salaries Supplemental 240,000. Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 15,000. Teacher after school program- Odyssey credit make-up for WHS & WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p>
<p>8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>9) District to provide one full day of professional development focused upon technology integration and 21st century skills</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000. Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>10) District to provide mobile devices (ipads or Chromebooks) for teachers to use.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p>
<p>11) Provide after school tutoring support in grades TK-8,</p>	<p>MWE,</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Bus transportation home 2000-2999: Classified Personnel</p>

<p>including transportation home</p>	<p>WCE, BES, & WMS</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Supplemental 4,000. Tutoring/ homework support teachers- 2 days per week-school year 0000: Unrestricted Supplemental 42,000.</p>
<p>12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000.</p>
<p>13) Supervised after school computer lab/ library access</p>	<p>BES, WMS, & WHS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.</p>
<p>14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contract for high quality professional development- set aside in the EFB 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 60,000.</p>
<p>15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Professional Development for teachers and staff- set aside in the EFB 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 20,000.</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified salary for college/career readiness assistant 2000-2999: Classified Personnel Salaries Base 30,000. Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.
17) Students enrolling in AP classes are encouraged to participate in the AP exams.	LEA-wide	X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scholarships for AP exams for low SES students 0000: Unrestricted Supplemental 2,000.
18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	LEA-wide	X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 75,000.
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	WMS & WHS	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 151,000. AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 241,000.

		_ Other Subgroups: (Specify)	
20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 500,000. Supplies 4000-4999: Books And Supplies Supplemental 6,000.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 80% of teachers are implementing specified strategies. 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS; API Score= N/A 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 2% more, or 40% of students complete A-G requirements (2015). 5) 2% more, or 24% of students participate in AP exams (2015). 6) 2% more, or 52% of students completing an 11/12 CTE course (2015) 7) 2% more, or 14% of students are college/career ready on math EAP, and 31% on ELA EAP (2015) 8) 10% less, or 48% of teachers report in 2015 that they need more CCSS professional development 9) 5% more, or 29% of students will perform in the HFZ in 2015. 10) 3% more, or Target 1- 64%, Target 2- 58%, and RFEP rate- 17% of the percentage of ELs meeting AMAO targets will increase in 2015 11) 10% more, or 27% of students in grades TK-12 are enrolled in an academic intervention class 12) All maintain access to the full course of study described in Education Code 13) 10% more, or 31% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 14) 10% more, or 58% of teachers use digital or online assessments with their students. 15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 16) 2% more, or 82% of students will earn an AP exam score of 3 or higher in 2016.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated

<p>regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Personnel Salaries Base 64,000.</p>
<p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base 20,000. EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>
<p>3) CCSS aligned "Bridge" materials will be evaluated in grades TK-8 to determine how they are assisting with CCSS implementation in mathematics.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>4) All schools have visuals that communicate a college/career focused culture.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 1500.</p>
<p>5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.</p>	<p>School-wide (MWE, WCE, & BES)</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Included in total salaries</p>

		English proficient Other Subgroups: (Specify)	
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Clark Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 128,000. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.
7) Additional FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.	WMS & WHS/WO A	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	3 Academic Intervention teachers are hired (different sites than 15/16) plus 3 from 14/15 1000-1999: Certificated Personnel Salaries Supplemental 480,000. Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 15,000. Teacher after school program- Odyssey credit make-up for WHS & WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.
8) District to provide continuing professional development for district issued mobile devices (ipads and Chromebooks) for teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer and after school professional development for teachers- no cost- IT Director to provide training -0-
9) District to provide one full day of professional development focused upon technology integration and 21st century skills	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000. Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.

<p>10) District to begin replacement cycle for mobile devices (ipads or Chromebooks).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase replacement mobile devices (began in 13/14) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p>
<p>11) Provide after school tutoring support in grades TK-8, including transportation home</p>	<p>MWE, WCE, BES, & WMS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Tutoring/ homework support teachers- 2 days per week-school year 1000-1999: Certificated Personnel Salaries Title I 42,000. Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000. Tutoring/ homework support teachers- 2 days per week-school year 1000-1999: Certificated Personnel Salaries Supplemental 42,000.</p>
<p>12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries for EADMS site leads 1000-1999: Certificated Personnel Salaries Base 2,000.</p>
<p>13) Supervised after school computer lab/ library access</p>	<p>BES, WMS, & WHS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.</p>
<p>14) High quality professional development focused upon</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Contract for high quality professional development- set aside</p>

<p>curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>in the EFB 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 60,000.</p>
<p>15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development for teachers and staff- set aside in the EFB 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 20,000.</p>
<p>16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 30,000. Naviance subscription- college/career software 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.</p>
<p>17) Students enrolling in AP classes are encouraged to participate in the AP exams.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 2000.</p>
<p>18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 100,000.</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	WMS & WHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 151,000. <hr/> AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 241,000.
20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 500,000. <hr/> Supplies 4000-4999: Books And Supplies Supplemental 6,000.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core.
Progress goal: Observations with rubric show that 90% of teachers are implementing specified strategies.
- 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS; API score= N/A
- 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with
- 4) 2% more, or 42% of students complete A-G requirements (2015).
- 5) 2% more, or 26% of students participate in AP exams (2015).
- 6) 2% more, or 54% of students completing an 11/12 CTE course (2015)
- 7) 2% more, or 16% of students are college/career ready on math EAP, and 31% on ELA EAP (2015)
- 8) 10% less, or 38% of teachers report in 2015 that they need more CCSS professional development
- 9) 5% more, or 34% of students will perform in the HFZ in 2015.
- 10) 3% more, or Target 1- 67%, Target 2- 61%, and RFEP rate- 20% of the percentage of ELs meeting AMAO targets will increase in 2015
- 11) 20% of students in grades TK-12 are enrolled in an academic intervention class
- 12) All maintain access to the full course of study described in Education Code
- 13) 10% more, or 41% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology.
- 14) 10% more, or 68% of teachers use digital or online assessments with their students.
- 15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- 16) 2% more, or 84% of students will earn an AP exam score of 3 or higher in 2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p>	<p>LEA-wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.</p>
<p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.</p>	<p>LEA-wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base 20,000. EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>

		(Specify)	
3) Continue to monitor math "bridge" material use and effectiveness.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None.
4) All schools have visuals that communicate a college/career focused culture.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 1500.
5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	School-wide (MWE, WCE, & BES)	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Included in total salaries
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Clark Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 128,000. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.

<p>7) Monitoring of student achievement for those served by additional FTE hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>MWE, WCE, BES, WMS, & WHS/WO A</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salaries for 6 Academic Intervention teachers 1000-1999: Certificated Personnel Salaries Supplemental 480,000.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 15,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS & WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p>
<p>8) District to continue to provide professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>9) District to provide one full day of professional development focused upon technology integration and 21st century skills</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>10) District to continue to provide replacement mobile devices (ipads or Chromebooks).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue replacement purchase of mobile devices (Began in 13/14) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p>
<p>11) Provide after school tutoring support in grades TK-8, including transportation home</p>	<p>MWE, WCE, BES, &</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Tutoring/ homework support teachers- 2 days per week- school year 1000-1999: Certificated Personnel Salaries Title I</p>

	WMS	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	42,000. Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000. Tutoring/ homework support teachers- 2 days per week-school year 1000-1999: Certificated Personnel Salaries Supplemental 42,000.
12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release time 1000-1999: Certificated Personnel Salaries Base 2,000.
13) Supervised after school computer lab/ library access	BES, WMS, & WHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for high quality professional development- set aside in the EFB 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 60,000.
15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Professional Development for teachers and staff- set aside in the EFB 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 20,000.

		English proficient _ Other Subgroups: (Specify)	
16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 30,000. Naviance subscription 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.
17) Students enrolling in AP classes are encouraged to participate in the AP exams.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 2,000.
18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 100,000.
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	WMS & WHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 151,000. AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 241,000.

<p>20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.</p>	<p>LEA-wide</p>	<p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 500,000.</p> <p>Supplies 4000-4999: Books And Supplies Supplemental 6,000.</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All students benefit from strong engagement in school. The School Accountability Report Card, school attendance rates, chronic absenteeism rates, high school graduation rates, and middle/high school drop out rates will be reviewed and analyzed annually to measure progress. Metrics: 1) The school attendance rate (ADA) for 2014 is 96.29% 2) The chronic absenteeism rate is <1%. 3) The middle school drop out rate is 0%. 4) The high school drop out rate is 7%. 5) The high school graduation rate is 90%. The Hispanic/Latino graduation rate is 87%
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 1) The school attendance rate will increase to 96.7%
 2) The chronic absenteeism rate will continue to be <1%.
 3) The middle school drop out rate will continue to be 0%.
 4) The high school drop out rate will reduce by 1% to 4%.
 5) The high school graduation rate will increase by 1% to 92%. The Hispanic/Latino graduation rate will increase by 2% to 90%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 1) The school attendance rate will increase to 96.9%
 2) The chronic absenteeism rate will continue to be <1%.
 3) The middle school drop out rate will continue to be 0%.
 4) The high school drop out rate will reduce by 1% to 3%.
 5) The high school graduation rate will increase by 1% to 93%. The Hispanic/Latino graduation rate will increase by 2% to 92%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>Create and maintain optimum learning and working environments for students and staff.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>All students and staff must have a safe, positive, and motivating environment in which to learn and work. Williams Certification, School Accountability Report Cards, Expulsion rates, Suspension rates, teacher misassignment rates, the FIT report, counseling ratios (academic and social/ emotional), and survey results will be reviewed and analyzed annually to measure progress.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1) The rate of teacher misassignment is <1%. 2) Student access to standards-aligned instructional materials is 100%. 3) Facility Inspection Tool (FIT) Report is 83.9%. 4) The student suspension rate is 3%. 5) The student expulsion rate is <1%. 6) The school learning environment is 92%, which is to say the 92% of survey responses indicated that the school is providing a safe and positive learning environment. (The overall response rate was 18%. See Goal 4 for metric and annual measurable outcome addressing this.) 7) The ratio of academic counselors at the high school level is 1/439. 8) 69% of staff report that our schools support students who are struggling socially/ emotionally. 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

- Expected Annual Measurable Outcomes:
- 1) The rate of teacher misassignment continues to be <1%.
 - 2) Student access to standards-aligned instructional materials continues to be 100%.
 - 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%.
 - 4) The student suspension rate maintains at 3%.
 - 5) The student expulsion rate continues to be <1%.
 - 6) The school learning environment survey feedback increases by 2% to 94%.
 - 7) The ratio of academic counselors at the high school level maintains at 1/439.
 - 8) 10% more, or 79% of staff report that our schools support students who are struggling socially/ emotionally.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) The District’s maintenance department remedies the findings in the FIT Report so all schools meet the criteria for “good” condition by generating work orders directly from the FIT report findings.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.</p>
<p>2) The addition of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p>	<p>WMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 105,000.</p>
<p>3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 10,000.</p>

		English proficient _ Other Subgroups: (Specify)	
4) The district will increase the Student Advisor hours at WMS to make them 8 hour employees.	WMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase Student Advisor hours to 8 hour positions, a net increase of 2.6 hours. 2000-2999: Classified Personnel Salaries Base 14,000.
5) The increase of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.
6) Primary Intervention Program (PIP) Child Aides (Special Friends) to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 26,994.
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 155,808. Benefits 3000-3999: Employee Benefits Supplemental 99,338. Supplies 4000-4999: Books And Supplies Supplemental 53,430. Services 5000-5999: Services And Other Operating Expenditures Supplemental 17,459.

8) The district retains highly qualified and dynamic certificated staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,948,962.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 86.9%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 1% to 95%. 7) The ratio of academic counselors at the high school level maintains at 1/439. 8) 5% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.
2) The maintenance of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	WMS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	1 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 105,000.

		Redesignated fluent English proficient Other Subgroups: (Specify)	
3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 10,000.
4) The district will maintain the Student Advisor hours at Windsor Middle School to make them 8 hour employees, a net increase of 2.6 hours	WMS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Student Advisor hours to 8 hour positions, a net increase of 2.6 hours. 2000-2999: Classified Personnel Salaries Base 14,000.
5) The maintenance of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.
6) Primary Intervention Program (PIP) Child Aides (Special Friends) to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 26,994.

		(Specify)	
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 86,035.
8) The district retains highly qualified and dynamic certificated staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,958,704.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 88.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback maintains at 95%. 7) The ratio of academic counselors at the high school level maintains at 1/439. 8) 5% more, or 89% of staff report that our schools support students who are struggling socially/ emotionally
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Base 40,000.
2) The maintenance of a social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	WMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 105,000.
3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 10,000.
4) The district will maintain the Student Advisor hours at Windsor Middle School to make them 8 hour employees, a net increase of 2.6 hours	WMS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Student Advisor hours to 8 hour positions, a net increase of 2.6 hours. 2000-2999: Classified Personnel Salaries Base 14,000.
5) The maintenance of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.

		Other Subgroups: (Specify)	
6) Primary Intervention Program (PIP) Child Aides (Special Friends) to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 26,994.
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 88,035.
8) The district retains highly qualified and dynamic certificated staff.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries & benefits 1000-1999: Certificated Personnel Salaries Base 18,178,180.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Build effective and relevant family partnerships to increase student achievement and engagement in school	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All students benefit from active parent involvement with strong and engaging family and community partnerships. The Parent Surveys, (including survey results from English Learners, low income, foster youth, and students with disabilities), program and event attendance logs, and use of online gradebook, will be reviewed and analyzed annually to measure progress. Metrics: 1) 80% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2015 survey was 18% 3) Attendance tracking for program and events is not currently happening
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2016 survey will increase by 10%, from 18% to 28%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase bilingual community liaison hours from 4 hours per day to 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 172,000.

2) Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500. Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 3,000.
3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	MWE, WCE, & BES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section
4) One of the following of each will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost- District staff to provide presentations
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators attend.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500. Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) 5% more, or 90% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, from 28% to 38%. 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain bilingual community liaison hours from 4 hours per day to 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 172,000.
2) Aeries AIR annual subscription fee to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.
3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	MWE, WCE, & BES	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section
4) One of the following of each will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP,	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	No cost- District staff to provide presentations

Parenting Skills, and Technology Skills/ Internet Safety		<input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators attend.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500. Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) 5% more, or 95% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, from 38% to 48%. 3) Attendance tracking for program and events will increase by 10% over 16/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain bilingual community liaison hours from 4 hours per day to 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 170,000.
2) Aeries AIR annual subscription fee to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.

		English proficient Other Subgroups: (Specify)	
3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	MWE, WCE, & BES	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section
4) One of the following of each will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- District staff to provide presentations
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators attend.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500. Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Classroom observations show that 70% of teachers are implementing the selected common core instructional practices in their classrooms by the end of the year. These practices engage students in critical thinking and problem solving. Arts opportunities are expanded.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. These strategies include arts integration. Students have access to technology for taking the SBAC state assessment. Students have increased access to arts activities. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.	Actual Annual Measurable Outcomes:	Students learned and applied problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. These strategies may have included arts integration, though arts integration was not specifically measured. Students had access to technology for taking the SBAC state assessment. Students may have increased access to arts activities, though this was not measured. Progress goal: Observations with rubric show that 96% of teachers are implementing specified strategies.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The arts are integrated into core curriculum to increase opportunities for using critical and creative thinking for problem solving. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six. Tech. staff provides support for	Professional development, classroom observation and instructional support on the Core Six. Technology maintained 1000-1999: Certificated Personnel Salaries CCSS 79,092 teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 17,108,785	With on-going support from the DLT, the Instructional Leadership Team (ILT) worked with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. Two of the six strategies in the book, "Circle of Knowledge, and Vocabulary's Code" were selected by the team to implement in 14/15. The ILT taught their colleagues, (WHS excepted- they did not participate) and observed classroom instruction to see and collect evidence of the Core Six strategies in action. ILT teachers were available to	Professional development, classroom observation and instructional support on the Core Six. Technology maintained 1000-1999: Certificated Personnel Salaries CCSS 79,092 teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 17,108,785

<p>new technology and existing technology needed for giving the SBAC and increased access to 21st Century learning tools. Schools plan how to increase access to the arts and include this in their SPSA.</p>		<p>provide support to teachers on implementing the strategies from The Core Six. Tech. staff provided support for new technology and existing technology needed for administering the SBAC and increased access to 21st Century learning tools.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The ILT served as a useful way to begin to implement CCSS instructional strategies, as we surpassed our goal of implementation of the first two strategies identified to implement. This area is addressed in Goal 1 in the 15/16 LCAP. The tech. staff provided effective support for new technology and existing technology needed for giving the SBAC and increased access to 21st Century learning tools. This area is addressed in Goal 1 in the 15/16 LCAP. As the aforementioned tasks continue to be so critical and monumental, specific attention to arts integration into the SPSA will be addressed at another time via measurable goals in the LCAP.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Reduce the academic counseling ratio at grades 9-12 from 465:1 to approximately 369:1. Reduce the social/emotional counseling ratio from 2,449:0 to approximately 1,225:1.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students in grades 9-12 are able to more quickly see a counselor to address academic needs and assist with the college/career transition. Progress goal: Ratio of academic counselors to students is approx. 369:1 (assuming funding is available)	Actual Annual Measurable Outcomes:	A 1.0 additional counselor was hired during the 2014/15 school year at WHS. There were 2.85 counselors with students assigned to them, and one .5 college/ career counselor. Without the .5 counselor, the ratio was 593:1. With the .5 counselor, the ratio was 505:1. The additional hired counselor with students assigned to her brought the ratio down to 439:1 (without the .5 counselor), and 389:1 (with the .5 counselor). No social/emotional counselors were hired during the 14/15 school year, as funds did not permit.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
An additional grade 9-12 academic counselor will be hired. Two grade K-8 social emotional counselors will be hired to support individual students and groups of students. Develop a counseling plan/model.	Hire a grade 9-12 academic counselor. Develop counseling plan. 1000-1999: Certificated Personnel Salaries Base 66,000	An additional 1.0 grade 9-12 academic counselor was hired.	Hire a grade 9-12 academic counselor. 1000-1999: Certificated Personnel Salaries Base 66,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The addition of a 1.0 academic counselor at WHS reduced the student to counselor ratio, thereby providing more access to counselors for students, and for counselors to be better able to manage their caseloads. This area is addressed in Goal 3 of the 15/16 LCAP. Funding did not permit the hiring of social/ emotional counselors, though the social/ emotional needs of students remains high. In the 2015/16 LCAP, the addition of 2.0 psychologists, a 1.0 MFT/LCSW, and an additional K-3 Primary Intervention Program (PIP) Aide will assist with addressing the social/emotional needs of students, particularly in the areas of crisis support and risk assessment, positive school adjustment, tier 2 behavior support, and building an RtI program for social/ emotional needs that includes a Coordinated Services Team (CST) model district-wide.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Address facility findings in the FIT Report so all facilities meet the criteria for "good" condition.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The condition of school facilities supports learning. Progress goal: The updated FIT report shows that all facilities are in good condition.		Actual Annual Measurable Outcomes:	The condition of the school facilities is growing to support learning. Though 2015 results are not in yet to compare to 2014, a change in practice now results in work orders being generated based upon the FIT report results. In addition, new construction at BES and WHS/WOA has begun.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition.		Repairs or improvements completed. 0000: Unrestricted Base 125,000	The District's maintenance department remedied some of the findings in the FIT Report. We will know when the 2015 report is completed if more of our schools have improved to meet the "good"condition criteria so we meet our goal of all schools meeting the criteria for "good" condition.	
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district made a good faith effort to begin to address some of the facilities needs in the schools meeting the "fair" criteria. As funding increases, more will be included in the maintenance budget to further address FIT report results. This area is addressed in Goal 3 of the 15/16 LCAP.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Increase the percentage of students showing mastery of key standards on common benchmarks. Targets to be set in the benchmark development process.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students are assessed regularly and classroom instruction is adjusted based on student performance. Progress goal: Students show increased mastery on benchmarks with baseline set in year 1.	Actual Annual Measurable Outcomes: BES and WMS began to utilize Educators Assessment Data Management System (EADMS) to create common CCSS aligned assessments. Despite 3 training opportunities at the beginning of the school year, with new standards, new strategies, unit alignment work in progress, and no experience with the SBAC content, work in this area was slower than anticipated. A mid-course correction was made mid-year, and site leads were hired at 4 out of 6 sites. (WHS & WOA still needed.) Site lead training was conducted 5/19/15, and a subsequent planning meeting was held to align a commonly implemented training plan. Sites will have the first 6-9 weeks in 15/16 to train their colleagues. Each site will be required to create and administer 3 common assessments in ELA and 3 in math. They may or may not be benchmark assessments, and could be concept, chapter, and/or unit common assessments.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A new data and assessment management program is purchased with the capability of providing CCSS aligned formative benchmarks and summative assessments and a means to monitor student progress based on assessments. ILT works with the new system to identify benchmarks beginning with ELA and math. The system also monitors progress on ELD for ELs. Teachers learn how to	Purchase system. ILT identifies benchmarks. Teachers administer benchmarks and use data. 5000-5999: Services And Other Operating Expenditures Base 33,600	A new data and assessment management program is purchased with the capability of providing CCSS aligned formative benchmarks and summative assessments and a means to monitor student progress based on assessments. ILT works with the new system to identify benchmarks beginning with ELA and math. The system also monitors progress on ELD for ELs. Teachers learn how to use the	Purchase system. ILT identifies benchmarks. Teachers administer benchmarks and use data. 5000-5999: Services And Other Operating Expenditures Base 33,600

<p>use the new system and use it to periodically give formative assessments to monitor student mastery and plan instruction, including small flexible groups. In year 2 and 3 social science and science benchmarks are created and used similarly.</p>		<p>new system and use it to periodically give formative assessments to monitor student mastery and plan instruction, including small flexible groups. In year 2 and 3 social science and science benchmarks are created and used similarly.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The investment in a CCSS aligned assessment system was an important step in moving our district forward with a data management system (in addition to CAASPP) that monitors student achievement. This area will be addressed in Goal 1 in the 15/16 LCAP. With the addition of site leads, and a clear plan and expectations, 15/16 will yield common assessment results that will begin to inform teachers and students of how they are performing in this new era of standards.</p>		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Replace instructional materials with new high quality CCSS aligned instructional materials as available and funds permit.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students continue to have standards aligned instructional materials. Progress goal: Williams Report identifies all students have standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	ILT facilitated release time with grade level and department colleagues in order to spend time aligning existing curriculum and units to the CCSS. Budget limitations did not provide for the ability to adopt any new curriculum in 14/15.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
The District will work with teachers on how to most effectively use existing standards aligned instructional materials to teach CCSS. The District will evaluate, pilot, select and then adopt CCSS aligned instructional materials in math at grades TK to 12th.	ILT works with teachers on planning how to use existing materials to teach CCSS. Cost: \$0, ILT stipends are funded under another priority - 0-	The District will work with teachers on how to most effectively use existing standards aligned instructional materials to teach CCSS. The District will evaluate, pilot, select and then adopt CCSS aligned instructional materials in math at grades TK to 12th.	ILT works with teachers on planning how to use existing materials to teach CCSS. Cost: \$0, ILT stipends are funded under another priority -0-
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As funding levels have begun to increase, and the misalignment of math materials in grades TK-8 to the CCSS has become more of an obstacle, bridge materials and accompanying training have been identified and will be purchased for use in the 15/16 school year. One-time deferred mandated cost funds will be used to purchase the bridge materials. The programs will be evaluated over the course of 15/16. If nothing better is published, and the materials are meeting the needs of our students, we will look to do a formal adoption of the materials in 16/17. If they are not meeting our needs and/or something better is published, we will look for other publishers to adopt. Funds are also being set aside (base grant) for materials adoptions in the other core content areas, and are planned to be adopted in the following order: Math, ELA, Science, and Social Studies. This area will be addressed in Goal 1 of the 15/16 LCAP.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Schools have visuals that promote a college/ career focused culture. There is an increase in the percentage of students who take AP classes, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>More high school students are enrolled in A-G courses, take AP tests, and are college ready on the EAP. WHS students in grades 11 and 12 in academies and pathways continue to be enrolled in one or more CTE courses per year. A college/ career ready message is visually communicated at all schools.</p> <p>Progress goal: 2% annual increase in the percentage of students who take AP tests, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.</p>	Actual Annual Measurable Outcomes:	<p>From 2013 to 2014, there was a 12% increase in students meeting A-G requirements. 2014 AP test participation rates are not yet available (they were temporarily removed due to discrepancies), and EAP college ready rates were not available in 2014 (WHS did not administer the EAP to any 11th graders), and are just beginning to be available via 2015 SBAC results. The percentage of students taking one or more CTE courses in their junior and senior years remains constant and 48% in 2013 and 2014. A college/career readiness message has not yet been visually communicated at all schools.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All schools have visuals that communicate a college/career focused culture. Students are encouraged and counseled to enroll in AP classes and meet A-G requirements to be college/ career ready. WHS continues to provide strong academy and pathway programs at grades 11-12 with one or more CTE courses integrated with academic courses at each grade level.	Promote college/ career focused culture at all schools. Maintain existing CTE sections while funding shifts from SCOE to the District under LCFF 0000: Unrestricted Base 82,000	WHS continued to provide strong academy and pathway programs at grades 11-12 with one or more CTE courses integrated with academic courses at each grade level.	Promote college/ career focused culture at all schools. Maintain existing CTE sections while funding shifts from SCOE to the District under LCFF 0001-0999: Unrestricted: Locally Defined Base 82,000
Scope of Service	LEA-wide	Scope of Service	WHS

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Base funding has been identified to visually promote a college/career focus at all schools in 15/16. The improved student/counselor ratio at WHS should assist with counseling/ encouraging AP students to participate in the AP tests, as well as more students to meet A-G requirements, and 11/12 graders to continue to enroll in one or more CTE classes. As final results come in for EAP, we will better understand how our students are performing in this area, and can begin to respond as a result. These areas will be addressed in Goal 1 of the 15/16 LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Decrease the truancy rate to 20%. Increase attendance rate to 97%.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Student's parent is consistently contacted if the student is absent or late for school (at risk of being truant). Progress goal: Truancy rate decreases by .77%, attendance rate increases by .43%	Actual Annual Measurable Outcomes:	Parents of students are consistently contacted when students are absent or late for school. The truancy rate was decreased from 2013 to 2014 by 5% (from 24 to 19), and the attendance rate increased from 2013 to 2014 by .52% (95.77 to 96.29). The truancy goal was met. The attendance goal was missed by .71%.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Hire four part-time attendance and welfare clerks.		Implement increased attendance plan and monitor results. Hire four part-time attendance and welfare clerks to work in each school office. 2000-2999: Classified Personnel Salaries Other 53,585	No attendance and welfare clerk positions were reinstated. 2000-2999: Classified Personnel Salaries Base 0	
Scope of Service	LEA-wide		Scope of Service	WHS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Budget constraints did not allow for the hiring of four part-time attendance and welfare clerks. Despite this, truancy decreased by 5%, and attendance improved by .52%. Because bilingual community liaison positions were increased to 8 hours at each site beginning in 15/16, and will therefore add more office personnel (to assist specifically with the EL population), attendance and welfare clerks have become a lesser priority at this time. We will continue to monitor attendance and truancy and determine if the positions need to be considered again in 16/17. Attendance is addressed in Goal 2 of the 15/16 LCAP. Bilingual Community Liaisons are addressed in Goal 4 of the 15/16 LCAP.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Increase physical education minutes to the standard in Education Code for grades K-5 to increase physical fitness (HFZ).	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: MWE, WCE, & BES ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students in grades K-5 have physical fitness activities an average of at least four days per week. Progress goal: Schedules show that students in grades K-5 have an average of 200 minutes of physical education every 10 days. 75% of students at grade 5 meet benchmarks for aerobic capacity, flexibility and body composition on the CA Physical Fitness Report at 5th grade.	Actual Annual Measurable Outcomes:	Students in grades TK-5 participated in an average of 200 minutes of physical education every 10 days. From 2013 to 2014, 4% more (15 to 19%) 5th graders met the benchmarks for aerobic capacity, flexibility, and body composition. Though an improvement overall, we continue to lag behind the county and state by 9 (28%) and 8 (27%) percent respectively. 2015 scores are now being submitted to the state for calculating.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength.	Increase PE time in the school schedule -0-	Classroom teachers at grades TK – 5 scheduled and provided physical education instruction that includes physical activity to meet state minute requirements. This instruction included opportunities to routinely develop aerobic capacity, flexibility and strength.	Increased PE time in the school schedule -0-
Scope of Service	School-wide (MWE, WCE & BES)	Scope of Service	School-wide (MWE, WCE & BES)
<u>X</u> All	-----	<u>X</u> All	-----
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to ensure the state requirement for PE minutes in grades TK-5, while at the same time monitoring our HFZ results to determine if more minutes, and/or more focused activities around building aerobic capacity, flexibility, and strength need to be added. This area is addressed in Goal 1 of the 15/16 LCAP.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	Maintain students' access to the full course of study defined in Education Code.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students continue to have full access to the curriculum defined in Education Code. Progress goal: All students have full access to the course of study defined in Education Code.	Actual Annual Measurable Outcomes: Students had access to a full course of study defined in Ed Code.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue existing or comparable schedule to give all students access to the full course of study at all grade levels.	Maintain practices -0-	In order to give all students access to the full course of study at all grade levels, existing and/or comparable schedules were continued.	Maintain practices -0-
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	This goal continues to be met, and will be included in Goal 1 of the 15/16 LCAP.		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:	Maintain teachers who are fully qualified and appropriately assigned.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	No change. Students continue to have highly qualified and appropriately assigned teachers. Progress goal: District records show that all teachers are highly qualified and appropriately assigned.	Actual Annual Measurable Outcomes: No change. Students continue to have highly qualified and appropriately assigned teachers.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District continues existing practices for hiring appropriately qualified staff and making assignments consistent with NCLB and California Department of Education requirements.	Maintain practices. -0-	The District continued existing practices for hiring appropriately qualified staff and making assignments consistent with NCLB and California Department of Education requirements.	Maintain practices. -0-
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal continues to be met, and will be included in Goal 3 of the 15/16 LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 11 from prior year LCAP:	All schools will have parents'/ guardians' e-mail addresses set-up in Aeries and used for regular parent communication (baseline to be established in year 1)		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student's parents will have more regular e-mail communication with the school and will therefore be more informed about their child's education. Progress goal: All schools have full e-mail capacity for parent communications	Actual Annual Measurable Outcomes:	Though more funding was allocated for school offices to update emergency cards in Aeries to better allow for email correspondence, the sites continued to struggle with getting all of the information updated.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
School offices systematically enter parent and guardian e-mail addresses into Aeries and establish e-mail distribution lists. School administration communicates with parents more regularly using e-mail. Teachers use e-mail more regularly to communicate with parents and keep them informed.	Budgeted Expenditures		Estimated Actual Annual Expenditures	
			School offices systematically, but only partially entered parent and guardian e-mail addresses into Aeries to establish e-mail distribution lists.	Additional funding allocated to WHS to input data. 2000-2999: Classified Personnel Salaries Base 4,000.
Scope of Service: LEA-wide			Scope of Service: WHS	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The additional allocation in funding did not allow for all emergency card information to be updated in Aeries. Beginning 2015/16, Aeries AIR is being purchased (\$5,500-/ base) in order to allow parents access to Aeries to electronically update their own contact information. In addition, continuing families will be able to re-register students, and new families will be able to begin the registration process online. For families without internet access, or a a device, desktop computers will be deployed to each school office for parent use. Office staff will be trained to assist parents with setting up a gmail account if they do not have a valid email, so they are able to access the Aeries parent portal. This area will be addressed in Goal 4 of the 15/16 LCAP.		

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Original GOAL 12 from prior year LCAP:	Schools add one or more two-way communication strategies and/or more school activities that involve parents in untraditional ways.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>More students have parents who are involved in school events and engage in communication with the school</p> <p>Progress goal: School Site Councils and principals have identified and implemented at least three new activities and/or communication strategies per site. Sites are advised to use the ideas generated through LCAP input. Parent surveys show that at least 80% of parents believe that there is good 2-way communication with the school.</p>	Actual Annual Measurable Outcomes:	<p>The text feature was added in our district communication (Blackboard Connect) system. This appeared to help with alerting parents to events, though no official data was collected to determine if more parents became involved. At least one site (BES) did host a new activity (CCSS math presentation for parents), and at the district level, an expert was brought in to make a Board/ Parent Education presentation regarding the CCSS in math. The implementation of the LCAP Core Committee also significantly increased the level of parent participation and input directly related to the LCAP process and goals. Representation from parents on the committee was district wide, and all sites were represented, including SSCs and DELAC.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School Site Councils and ELACs plan how to increase two-way communication and/or plan non-traditional school involvement activities that make the school accessible for parents who have not participated at existing school activities. These groups evaluate the plan once implemented and recommend how to refine the plan for the following year.	Planning and evaluation by SSC and ELAC -0-	SSS and DELAC parents co-planned how to increase two-way communication and/or plan non-traditional school involvement activities that make the school accessible for parents who have not participated at existing school activities. The input from the group has been included in the 15/16 LCAP.	Planning and evaluation by SSC and DELAC via the LCAP Core Committee. -0-

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP Core Committee proved to be a successful way to solicit and include SSC and DELAC parent input and participation. Plans for 15/16 based on DLT, Board, and LCAP Core Committee input include: parent education nights focused upon CCSS/CAASPP, LCAP, Parenting, and technology. In addition, attendance data will begin to be tracked at Back to School Night and Open House district wide. The use of the Aeries parent portal will be monitored, beginning with the establishment of a baseline in fall 2015, and progress checks throughout the year to determine if more parents are utilizing the portal to monitor their child's attendance and grades. This area will be addressed in Goal 4 of the 15/16 LCAP.				

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 13 from prior year LCAP:	Close the achievement gap by providing high quality and targeted interventions.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: MWE & WCE Applicable Pupil Subgroups:	All students performing below grade level in ELA and/or math		
Expected Annual Measurable Outcomes:	The District will research and plan the RtI model, to begin in 2015/16.	Actual Annual Measurable Outcomes:	The District planned for the academic and social/emotional needs of students. These outcomes are addressed in the 2015/16 LCAP goals.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>For low income pupils:</p> <p>Implement a Response to Intervention (RtI) model at grades TK to 12th to systemically identify, respond to, monitor and address students' academic needs when they are not making progress on district benchmarks. The program will be planned in year 1 with input from the District Leadership Team and ILT. It will be implemented with three additional teachers in year 2, and fully implemented with another three additional teachers in year 3 (total of six teachers addressing targeted interventions).</p>	<p>Plan the RtI model. Base \$5,000</p>	<p>For all pupils performing below grade level:</p> <p>Academic RtI programs were researched over the course of the 14/15 school year. Though students need academic support, 2 things became apparent during the year: 1) To put a full academic RtI model into place in the district would place another layer of training, materials, and change on top of the already new and changing program (with CCSS training and implementation, and Accelerated English training, coaching, and implementation), 2) The social/emotional needs of students have become a top priority.</p>	<p>Academic and Social/ Emotional RtI have been researched and explored. Base -0-</p>	

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The intervention needs of students are now categorized into academic and social/ emotional. To address the academic needs of students performing below grade level, three intervention teachers will be hired at MWE, WCE, & BES in 15/16. This area will be addressed in Goal 1 of the 15/16 LCAP. To address the social/ emotional needs of students 2 additional psychologists and one MFT/LCSW will be hired in 15/16. 15/16 will then be utilized to conduct a more thorough needs assessment, and a social/ emotional Rtl plan will be created and implemented in 16/17. This area will be addressed in Goal 3 of the 15/16 LCAP.				

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Original GOAL 14 from prior year LCAP:	Increase students' college/career readiness	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: WMS & WHS Applicable Pupil Subgroups: EL, Low SES, and Foster Youth		
Expected Annual Measurable Outcomes:	The percentage of students completing UC/CSU required courses will increase by 2% from 24% to 26%. The percentage of students scoring college ready on the EAP in ELA and math will increase by 2%, from 29% to 31% (ELA), and 10-12% (math).	Actual Annual Measurable Outcomes:	The percentage of students completing UC/CSU required courses increased 12%, from 24% to 36%. WHS did not administer the EAP in 2014, so we do not know if this goal was met.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide funding for the Advancement Via Individual Determination (AVID) Program.	Implement AVID at the middle school and high school levels. Cost: \$20,000 for training and annual subscription fees 0000: Unrestricted Title I \$145,200	Funding was provided for the Advancement Via Individual Determination (AVID) Program.	Implement AVID at the middle school and high school levels. Cost: \$20,000 for training and annual subscription fees 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000. AVID teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental 234,217.
Scope of Service	WMS and WHS	Scope of Service	WMS and WHS
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The salaries for teachers were underestimated, so there was an increase in the supplemental budget. The continuation of AVID at WHS continues to benefit students, particularly first generation college students. Reinstating AVID at WMS has been an important step toward supporting the feed to WHS. In 2014/15, there were 2 AVID classes at WMS. There are course requests for 3 classes for 15/16. This area will be addressed in Goal 1 of the 15/16 LCAP.		

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Original GOAL 15 from prior year LCAP:	Increase the percentage of ELs meeting Title III AMAO target 1 by 3% per year, AMAO II >5 years by 3% per year and AMAO 25 years = 51.8% (target is 47%)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: District wide	Applicable Pupil Subgroups: EL
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Expected Annual Measurable Outcomes:	Increase the percentage of ELs meeting Title III AMAO target 1 by 3% per year, AMAO II >5 years by 3% per year and AMAO 25 years = 51.8% (target is 47%)	Actual Annual Measurable Outcomes:	From 2013 to 2014, the RFEP rate in the district rose from 4% to 11%. The percent of ELs making progress toward English proficiency (AMAO 1) maintained at 58%. The percent of ELs attaining the English proficient level (AMAO 2 >= 5 ys.) rose from 47 to 52%. The percent of ELs attaining the English proficient level (AMAO 2 <5 ys) dropped from 23% to 19%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>For English learners: A new grade TK-12 articulated ELD program is purchased and teachers receive sustained professional development on how to use this program. Common highly effective instructional strategies for giving ELs access to core content throughout the school day are identified, training is provided on implementation and there is monitoring to ensure that these practices are used consistently in all classrooms. Common formative and summative assessments will be used to monitor student progress and adjustments in training and/or practices will be implemented based on data. Leveled ELD classes are provided at all schools.</p>	<p>Contract with consultant for PD, coaching, and materials 5800: Professional/Consulting Services And Operating Expenditures Title I \$70,000</p> <p>Contract with consultant for PD, coaching, and materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$62,700</p> <p>Continue to provide ELD teachers to teach leveled ELD. (estimated based on average teacher cost of \$66,000). 1000-1999: Certificated Personnel Salaries Supplemental \$574,200</p>	<p>For English learners: In August 2014, Brooks, Windsor Middle School, and Windsor High School began training and implementation of the Accelerated English Language Development program offered by Clark Consulting and Training. Virtually all English Learners at Brooks and Windsor Middle School were enrolled in at least one class, and Windsor High School began with one class of the most beginning students. In January 2015, Windsor Creek Elementary and Mattie Washburn Elementary began training and program implementation. Virtually all ELs at Windsor Creek are enrolled in the program, and many at Mattie Washburn are. All teachers at each site will have completed 5 training days</p>	<p>Purchase a curriculum and provide professional development. Provide leveled ELD at all schools. 4000-4999: Books And Supplies Title I \$70,000</p> <p>Consultant fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$62,700</p> <p>Continue to provide ELD teachers to teach leveled ELD. 1000-1999: Certificated Personnel Salaries Supplemental 460,792.</p>

		<p>and 15 coaching days at the end of this school year. (On the coaching days, a coach comes into their classrooms and provides immediate corrective feedback while observing. The coaches also model lessons for the teachers.) Windsor Unified will enroll all TK-12 non special education identified ELs beginning in the 2015/16 school year. In addition, all district certificated administrators will have participated in 30 hours of program training that includes deep work with assumptions and values, beliefs and principles, goals and objectives, knowledge, methods, teacher skills, time, and materials.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Though we administered the 2014 CELDT test, and will analyze our data, the test was administered during the first 2 months of school, just as our new program was beginning to be implemented at three of our school sites. The 2015 CELDT data should serve as a better indicator of program efficacy. In addition, we will be sharing and analyzing Accelerated ELD benchmark assessment data for the students participating this year in the program. We are already seeing exciting results, and will continue these actions and services under Goal 1 of the 15/16 LCAP. FTE also cost less than originally estimated.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 16 from prior year LCAP:	Increase access to home to school transportation by providing district paid transportation to and from school, including remote rural locations prone to flooding.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL, Low Income, and Foster Youth		
Expected Annual Measurable Outcomes:	The percentage of attendance will increase by .25%, from 95.77% to 96.02%.	Actual Annual Measurable Outcomes: The percentage of attendance increased by .52%.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For low income, English Learners, and Foster Youth:	Provide home to school bus transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day. Cost for unduplicated pupil home to school transportation 2000-2999: Classified Personnel Salaries Supplemental \$156,900	For low income, English Learners, and Foster Youth:	Provide home to school bus transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day. Cost for unduplicated pupil home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 121,746. Supplies & Services 5000-5999: Services And Other Operating Expenditures Supplemental 35,444.
Scope of Service	LEA-wide	Scope of Service	LEA-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The transportation goal was met, and students are getting to and from school on a regular basis, as evidenced by our attendance rate. This metric will be included in Goal 3 of the 15/16 LCAP. Transportation costs exceeded the estimated amount by \$290.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 17 from prior year LCAP:	Close the achievement gap by providing high quality and targeted interventions.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: Foster Youth		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For foster youth: Provide Rtl as described above. Social emotional counseling is available beginning in year 2.	Plan the Rtl model. Cost already shown above. -0-	For foster youth: Please see Rtl goal above.	Cost already shown above. -0-
Scope of Service: LEA-wide _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal and metric was addressed in a previous area. This will be included under Goal 1 in the 15/16 LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 18 from prior year LCAP:	Increase parent access and involvement through changes in ELAC operation	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: ELs		
Expected Annual Measurable Outcomes:	The District will research and plan the Rtl model, to begin in 2015/16.	Actual Annual Measurable Outcomes: The District planned for the academic and social/emotional needs of students. These outcomes are addressed in the 2015/16 LCAP goals.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For redesignated fluent English proficient pupils: Change schedule and format for ELAC meetings. The principal and EL Site Coordinators will attend at each individual site. The Bilingual Liaison may also attend. Monitor student progress with new data management system. Share this data with R-FEP parents.	Provide bilingual community liaisons at each school site to bridge the communication gap between Spanish only speaking parents and English only speaking staff. 2000-2999: Classified Personnel Salaries Title III \$23,097 Provide bilingual community liaisons at each school site to bridge the communication gap between Spanish only speaking parents and English only speaking staff. 2000-2999: Classified Personnel Salaries Supplemental \$74,000 ELAC meetings held at each school site quarterly. 4000-4999: Books And Supplies Title III \$500	For ELAC/DELAC parents: Change schedule and format for ELAC meetings back to the site level. The EL Site Coordinators attended at each individual site. The Bilingual Liaisons also attended when and where needed. Site administrators attended at some sites. EL Site Coordinators monitored student progress. This data was shared at ELAC meetings, along with coordinators seeking input from parents for the SPSA and LCAP.	Provide bilingual community liaisons at each school site to bridge the communication gap between Spanish only speaking parents and English only speaking staff. 2000-2999: Classified Personnel Salaries Supplemental 98,289. ELAC meetings held at each school site quarterly. 5000-5999: Services And Other Operating Expenditures Title III \$500
Scope of Service	LEA-wide	Scope of Service	LEA-wide

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Parent access to Spanish speaking personnel (bilingual community liaisons) was increased from 8 hours of district support for all to share, to 4 hours of support at each school site. This made a positive difference in the ability of the liaisons to provide a bridge between Spanish speaking parents and English speaking school staff. Each site coordinator also invited two parents to attend the annual SCOE sponsored parent training held in November 2014, and attended the training with their ELAC parents. Sites and parents have expressed interest in sharing ELAC meetings again starting 15/16, and rotating sites. New and interesting topics (in addition to the required topics) have been brainstormed for ELAC parents to vote on in 15./16, in an effort to increase participation at meetings and school events. As stated in a previous area, 8 hour bilingual community liaisons will be hired at each site beginning 15/16, to further provide parent access to schools. This area will be addressed in Goal 4 of the 15/16 LCAP.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$1,854,029.
Windsor Unified School District (unduplicated count is 40%) is receiving \$1,854,029 in supplemental grant funds. The majority of this funding supports ELD teacher salaries (when they are teaching ELs beyond the recommended minutes per day), as well as consultant fees for training, coaching, and specialized program materials . The district is focusing its improvement efforts in year 1 on a PreK-12 ELD program with a curriculum in it's 2nd year of implementation, and focused professional development, as well as in class coaching. In year 1, the District will also be preparing for a significant investment and focus on Academic and Social/Emotional Response to Intervention (RtI) that will further address the needs of economically disadvantaged students, R-FEP students, ELs and foster youth. The District will also provide AVID to MS and HS students to support them in college/career readiness.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.06	%
The district’s prior year Supplemental grant expenditure was \$1,039,183, and the MPP percentage was 3.73%. The district’s estimated Supplemental Grant Funding is \$1,854,029, and the district’s Minimum Proportionality Percentage is 6.06%. As demonstrated in the LCAP, we are spending \$1,854,029 above our base grant in services specifically for our unduplicated target population and have met our MPP in increased or improved services for these students.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	18,659,659.0 0	18,602,165.0 0	22,309,673.0 0	22,018,415.0 0	20,990,709.0 0	65,318,797.0 0
	0.00	0.00	574,200.00	574,200.00	0.00	1,148,400.00
Base	17,420,385.0 0	17,419,385.0 0	19,083,262.0 0	19,118,004.0 0	18,893,680.0 0	57,094,946.0 0
CCSS	79,092.00	79,092.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	91,000.00	88,000.00	88,000.00	267,000.00
One Time Mandated Cost	0.00	0.00	445,000.00	80,000.00	80,000.00	605,000.00
Other	53,585.00	0.00	135,585.00	135,585.00	0.00	271,170.00
Supplemental	867,800.00	1,013,188.00	1,854,029.00	1,854,029.00	1,854,029.00	5,562,087.00
Title I	215,200.00	90,000.00	93,000.00	135,000.00	65,000.00	293,000.00
Title II	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
Title III	23,597.00	500.00	23,597.00	23,597.00	0.00	47,194.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	18,654,659.0 0	18,602,165.0 0	21,062,491.0 0	20,771,233.0 0	20,990,709.0 0	62,824,433.0 0
0000: Unrestricted	352,200.00	125,000.00	46,500.00	4,500.00	4,500.00	55,500.00
0001-0999: Unrestricted: Locally Defined	0.00	82,000.00	79,000.00	76,000.00	76,000.00	231,000.00
1000-1999: Certificated Personnel Salaries	17,828,077.0 0	17,948,886.0 0	19,396,962.0 0	19,755,704.0 0	19,975,180.0 0	59,127,846.0 0
2000-2999: Classified Personnel Salaries	307,582.00	224,035.00	552,802.00	483,029.00	483,029.00	1,518,860.00
3000-3999: Employee Benefits	0.00	0.00	99,338.00	0.00	0.00	99,338.00
4000-4999: Books And Supplies	500.00	70,000.00	440,930.00	22,500.00	22,500.00	485,930.00
5000-5999: Services And Other Operating Expenditures	33,600.00	69,544.00	275,459.00	258,000.00	258,000.00	791,459.00
5800: Professional/Consulting Services And Operating Expenditures	132,700.00	82,700.00	171,500.00	171,500.00	171,500.00	514,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	18,654,659.0 00	18,602,165.0 00	21,062,491.0 00	20,771,233.0 00	20,990,709.0 00	62,824,433.0 00
0000: Unrestricted	Base	207,000.00	125,000.00	2,500.00	2,500.00	2,500.00	7,500.00
0000: Unrestricted	Supplemental	0.00	0.00	44,000.00	2,000.00	2,000.00	48,000.00
0000: Unrestricted	Title I	145,200.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Base	0.00	82,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	0.00	79,000.00	76,000.00	76,000.00	231,000.00
1000-1999: Certificated Personnel Salaries	Base	17,174,785.00	17,174,785.00	18,388,962.00	18,423,704.00	18,643,180.00	55,455,846.00
1000-1999: Certificated Personnel Salaries	CCSS	79,092.00	79,092.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	574,200.00	695,009.00	990,000.00	1,272,000.00	1,272,000.00	3,534,000.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	8,000.00	50,000.00	50,000.00	108,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	4,000.00	189,000.00	189,000.00	189,000.00	567,000.00
2000-2999: Classified Personnel Salaries	Other	53,585.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	230,900.00	220,035.00	363,802.00	294,029.00	294,029.00	951,860.00
2000-2999: Classified Personnel Salaries	Title III	23,097.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	99,338.00	0.00	0.00	99,338.00
4000-4999: Books And Supplies	Base	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
4000-4999: Books And Supplies	One Time Mandated Cost	0.00	0.00	365,000.00	0.00	0.00	365,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	59,430.00	6,000.00	6,000.00	71,430.00
4000-4999: Books And Supplies	Title I	0.00	70,000.00	15,000.00	15,000.00	15,000.00	45,000.00
4000-4999: Books And Supplies	Title III	500.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	33,600.00	33,600.00	47,000.00	47,000.00	47,000.00	141,000.00
5000-5999: Services And Other Operating Expenditures	One Time Mandated Cost	0.00	0.00	60,000.00	60,000.00	60,000.00	180,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	35,444.00	168,459.00	151,000.00	151,000.00	470,459.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Title III	0.00	500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	10,500.00	10,500.00	10,500.00	31,500.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	0.00	12,000.00	12,000.00	12,000.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Mandated Cost	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	62,700.00	62,700.00	129,000.00	129,000.00	129,000.00	387,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	70,000.00	20,000.00	0.00	0.00	0.00	0.00